DOCUMENT RESUME

ED 237 680 CE 037 615

AUTHOR	Bradley, Curtis H.; Friedenberg, Joan E.
TITLE	Bilingual Vocational Instructor Training Program. July 1, 1982 to June 30, 1983. Part I: Performance Report. Part II: Final Evaluation Report.
INSTITUTION	Florida International Univ., Miami. Div. of Vocational Education.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	30 Jun 83
GRANT	G008101141
NOTE	68p.; For a related document, see CD 233 139.
PUB TYPE	Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; *Bilingual Instructional Materials; Bilingual Teachers; Inservice Teacher Education; *Limited English Speaking; Models; Outcomes of Education; Postsecondary Education; *Program Development; *Program Effectiveness; Program Implementation; Spanish; *Vocational Education
IDENTIFIERS	Florida International University FL

ABSTRACT

A program was conducted at Florida International University, first, to provide immediate assistance to experienced and prospective vocational instructors and other personnel who are serving limited-English-speaking out-of-school youth and adult vocational students and, second, to develop a model for preparing bilingual vocational instructors and incorporating that model into the regular professional preparation of all vocational instructors serving such students. Before the program started, the directors conducted community and public relations activities to increase awareness and acceptance of the project. During the training sessions, either morning basic skills classes or afternoon vocational English skills workshops were attended by approximately 100 vocational instructors and bilingual instructors and counselors. Materials developed for the course included in the document provide course outlines, vocational English-as-a-second-language components, and public relations materials. Evaluation of the program by outside evaluators and by instructor/students showed that the program was effective and well received. The questionnaire used for evaluation and an overview of questionnaire results are included. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237680

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

Florida International University

Division of Vocational Education

Miami, FL 33199

Project No.: 099AH20005

Grant No.: G008101141

Period Covered: July 1, 1982 to June 30, 1983

Project Directors:

Curtis H. Bradley and Joan E. Friedenberg

Contents

Part I: Performance Report - by project staff

Part II: Final Evaluation Report - by external evaluator

CE037615

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Bradley

J. Friedenberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

PART ONE: PERFORMANCE REPORT

Accomplishments 1

Major Activities and Events 5

Public Relations Activities 6

Appendices

A - Course Outlines 9

B - VESL Component 20

C - Program-Developed Documents 23

PART TWO: FINAL EVALUATION REPORT

First Site Visit Report 42

Second Site Visit Report 44

Overview of Questionnaire Results 45

Conclusions and Recommendations 60

ESL Teacher Opinionnaire 61

PART ONE: PERFORMANCE REPORT

Accomplishments

There were two major purposes for the Bilingual Vocationa Instructor Training Program at Florida International University: First, to provide immediate assistance to experienced and prospective vocational instructors, instructor's aides, placement specialists and counselors who are serving limited-English-proficient out-of-school youth and adult vocational students. Second, to develop a model for preparing bilingual vocational instructors and incorporating that model into the regular professional preparation of all vocational instructors serving students with limited-English-proficiency.

These purposes are being achieved through attainment of the following objectives:

a. Increasing each participant's awareness and affect toward students with limited-English-proficiency;
b. Increasing each participant's awareness of the nature and purpose of bilingual vocational education.
c. Assisting each participant in the development of the skills, knowledge and understanding necessary to coordinate vocational skill instruction with ESL instruction.
d. Increasing participants' abilities to access, select, and adapt appropriate materials for instructional goals and for the cultural/linguistic needs of the students.
e. Providing the opportunity and technical assistance to ESL instructors to enable them to coordinate ESL instruction with vocational instruction.

f. Increasing the ability of participants to plan, implement and evaluate instructional programs and training activities for students with limited English-proficiency.

g. Providing English instruction as necessary for vocational instructors whose native language is other than English.

h. Providing participants with job-related second (or third) language instruction.

i. Increasing participants' awareness and utilization of community resources related to bilingual vocational education.

j. Developing and field testing a series of training experiences designed to achieve the above objectives, and to attain appropriate approval to incorporate these training experiences into the professional preparation of all vocational teachers serving students with limited-English-proficiency.

Excellent progress has been made toward attaining these objectives. An objective and detailed statement of the accomplishements of this project can be found in the report of the external evaluator (Part Two).

In sum, by the end of the second year of operation, 50 participants completed the bilingual vocational instructor training program (BVIT), and 52 English as a second language teachers completed specialized training in vocational English as a second language (VESL) in all. Of the 24 (1982-1983) BVIT participants, 6 were unemployed before beginning the program and 5 became employed upon program completion. Two of the 18 previously-employed participants moved from industry to instructor at the completion of the program. See the description of program participants that follows.

1982-1983 BVITF Participants

1. Native Language

English	= 12	(50%)
Haitian Creole	= 7	(29%)
Spanish	= 5	(21%)

2. Sex

Females	= 16	(66%)
Males	= 8	(33%)

3. Where Recruited from

Public Adult Vocational Centers	= 14	(58.33%)
Private Industry or Non-Profit Organizations	= 2	(8.33%)*
Refugee Assistance Centers	= 2	(8.33%)
Unemployed (Knew someone in above or heard via media)	= 6	(25.00%)

4. Number Employed before beginning program = 18 (75%)
Number Unemployed before beginning program = 6 (25%)

5. Types of Employment of Previously Employed Participants

Vocational Instructors	= 10	(55.5%)
Vocational Aides	= 1	(5.5%)
Vocational Counselors	= 5	(28.0%)
Private Industry	= 2	(11.0%)

6. Instructors' Vocational Areas

Marine Mechanics	= 1	(10%)
Power Sewing	= 1	(10%)
Home Economics	= 1	(10%)
Auto Body	= 1	(10%)
Cosmetology	= 3	(30%)
Business Education	= 1	(10%)
Electronics	= 1	(10%)
Agriculture	= 1	(10%)

7. Number of Unemployed Participants who became Employed after the Program = 5 (83%)

8. Types of Employment Acquired

Vocational Counselor	= 2	(40%)
Vocational (ESL) Instructor	= 1	(20%)
Industry	= 2	(40%)

Note #1: All 25 ESL instructors were employed and remain employed.

*Note #2: Both individuals left their work in industry and became bilingual vocational instructors during the course of the program.

Note #3: The one individual who is presently still unemployed just received her teaching certificate and will, likely, find work shortly.

1981-1982 and 1982-1983 Program Participants (Combined)

1. Native Language

English	= 17	(34%)
Haitian Creole	= 20	(40%)
Spanish	= 13	(26%)

2. Sex

Females	= 30	(60%)
Males	= 20	(40%)

3. Where Recruited from

Public Adult Vocational Centers	= 23	(46%)
Private Industry or Non-Profit Organizations	= 5	(10%)
Refugee Assistance Centers	= 10	(20%)
Unemployed (Knew someone in above or heard via media)	= 10	(20%)
Religious Institutions	= 2	(4%)

4. Number Employed before beginning program = 40 (80%)
   Number Unemployed before beginning program = 10 (20%)

5. Types of Employment of Previously Employed Participants

Vocational Instructors	= 22	(55.00%)
Vocational Aides	= 3	(7.50%)
Vocational Counselors	= 13	(32.50%)
Private Industry	= 2	(5.00%)

6. Instructors' Vocational Areas

Marine Mechanics	= 1	(4.50%)	Electronics	= 2	(9.10%)
Power Sewing	= 2	(9.10%)	Agriculture	= 1	(4.50%)
Home Economics	= 2	(9.10%)	Food Service	= 1	(4.50%)
Auto Body	= 1	(4.50%)	Hotel-Motel	= 1	(4.50%)
Cosmetology	= 3	(13.60%)	Upholstery	= 1	(4.50%)
Business Education	= 5	(22.70%)	Health Occupations	= 2	(9.00%)

7. Number of Unemployed Participants who became Employed after the Program = 9 (90%)

8. Types of Employment Acquired

Vocational Counselor	= 3	(33.33%)
Vocational (ESL) Instructor	= 1	(11.11%)
Industry	= 3	(33.33%)
Vocational Instructor Aide	= 2	(22.22%)

Program participants scored well on cognitive achievement and performance tests, demonstrated positive affect toward bilingual vocational education, and evaluated the learning experiences made available through the project as being valuable and satisfying.

Another accomplishment of this project was the inservice training in teaching job-related second language instruction provided to the two language instructors who served as adjunct instructors throughout the entire program year.

In addition, a new course on bilingual vocational education developed by the project staff has been approved by all appropriate authorities within the university and has been approved by the State Department of Education for use in vocational teacher certification within the State of Florida.

A continuous finding during this second year of operation is that vocational education and ESL personnel desperately need and want the specialized instruction and assistance provided by this project.

Major Activities and Events

To insure that this project would be responsive to the vocational education needs of limited-English-proficient out-of-school youth and adults in South Florida, and to gain the support of educational and community leaders, a number of steps were taken prior to the beginning of the program year.

A Program Advisory Committee Meeting was held on May 21, 1982. The agenda for this meeting provided a review of the program and its objectives, a look at program-developed instructional materials, testamonials by program graduates, and involvement of advisory committee members in recruiting 1982-1983 program participants.

During the month of June, letters containing program brochures and fact sheets were mailed to local key leaders in Education, including the director of every adult Vocational Training Center, and representatives of community organizations concerned with language minority individuals. In addition, the program directors visited numerous local education agencies during June and July to explain the program and to recruit participants.

On August 28, 1982 a Bilingual Vocational Instructor Training Program Orientation Meeting was held. At the conclusion of this meeting, 26 prospective participants formally enrolled in the program. The actual training sessions began on September 11, 1982.

The training consisted of two course meetings each week during the Fall and Spring semesters. Each meeting lasted three hours. Appendix A contains the course outlines for these four courses.

Two additional special sessions were conducted. One was an extensive tour of a modern Adult Vocational-Technical Education Center. The other was a "Job Seekers" session wherein interested participants were provided with individualized employability skills training. The latter session was so successful that it will be incorporated as a regular session for all participants in the 1983-1984 program.

During the Spring semester there was an additional component for English as a Second Language teachers. The emphasis of this component was to assist ESL instructors to develop and coordinate job-specific English instruction. Appendix B contains the VESL course outline.

Public Relations Activities

The program directors made presentations on BVE and this program

to the university Division of Vocational Education General Advisory Committee, the Vocational-Industrial Education Advisory Committee, and several faculty groups. In addition, they made formal presentations at the American Vocational Association Convention and National Association for Bilingual Education Convention.

The documents in Appendix C represent much of the literature which has been developed by our program for purposes of recruiting. Included are a program fact sheet, brochure, and "request for information" form which were developed by the program staff. In addition, copies of the program certificates are provided. One certificate is for program completion, one is a certificate of appreciation which the program presents to guest speakers and other community members who take a special interest in this program, and the last one, a letter, is presented to ESL teachers who complete the VESL training.

Finally, the following published articles contain information about this specific program and were developed for the purpose of educating the general bilingual education, general vocational education, and bilingual vocational education communities:

1. Bilingual Vocational Education. Columbus, OH: The National Center for Research in Vocational Education, 1983. (In Press)

2. Bilingual Vocational Education: An Overview. Florida Vocational Journal, 1983, 8(3): 1, 10-14.

3. Bilingual Vocational Instructor Training. NAITTE News and Views, 1982, III (2): 1-2.

4. Buenos Dias, Voc Ed. Florida Vocational Journal, 1982, 8 (1): 12.

5. Bilingual Vocational Education: Accomplishments and Needs for the 80's. Chapter Six in Vocational-Technical Education for the 80's: A Book of Readings. Miami, FL, International Dynamics, 1982.

6. BVE: Addressing the Needs of the Limited-English-Proficient Vocational Student. Chapter in LaFontaine, Persky, and Golubchick (Eds.), Bilingual Education. Wayne, N.J.: Avery Press.

Appendix A

Bilingual Vocational Instructor Training Program

Course Outlines

FLORIDA INTERNATIONAL UNIVERSITY

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

BVE 4365: Instructional Strategies and Evaluation in Bilingual Vocational Technical Education

Instructors: Curtis H. Bradley (DM 488B)
Joan E. Friedenberg (DM 493B)

To make an appointment, speak with Ms. Blanca Marrero, program secretary (554-2712).

Class Meetings: Fall Semester, 1982
Saturdays 9:00 a.m. (promptly) - 12:00 noon
DM 140

Catalogue Description of Course: Knowledge and skill in analyzing, planning, developing, executing and evaluating classroom and laboratory teaching and learning activities.

Certification Use: EVT 4365 has been approved for vocational certification use in Area C -- Special Methods in Vocational Industrial Education. This course is also approved for use in Advanced Vocational Certification for vocational teachers and occupational specialists.

General Course Objective: To increase the ability of participants to plan, implement, and evaluate instructional programs and training activities for students with limited English proficiency.

Course Schedule:*

August 28	Introduction 1. registration 2. get acquainted activity 3. program overview
September 4	Labor Day - No Class
September 11	Terminology in BVE 1. Bilingual Education - lecture 2. Vocational Education - lecture 3. Class activity

September 18 — History of BVE

1. History of Bilingual Education - lecture
2. History of Vocational Education- lecture
3. The Emergence of BVE - lecturette
4. Class Activity

September 25 — Problems and Needs of LEP Vocational Students

1. Language, Academic, & Affective Problems- } lecturette & discussion
2. Causes for the Problems
3. "Language, Culture, & Self-Esteem" -tape
4. Class Discussion

October 2 — Successful Practices in BVE

1. "Vocational Training for LEP's: Ten Tips for Teachers" - filmstrip
2. Class Activity and Discussion
3. BVE Program Designs - lecturette

October 9 — BVE Course Construction

1. Determining the Job Title } lecture & demonstration
2. Writing a Job Description
3. Developing a Task Listing
4. Detailing One Task
5. Class Activity

October 16 — BVE Course Construction

1. Describing Prospective Students } lecture & demonstration
2. Developing Performance Objectives
3. Class Activity

October 23 — BVE Course Construction

1. Developing a Course Pretest } lecture & demonstration
2. Selecting Methods of Evaluation
3. Class Activity

October 30 — BVE Course Construction

1. Selecting Teaching Techniques } lecture & demonstration
2. Organizing a Course Outline
3. Developing Lesson Plans
4. Class Activity

November 6	Techniques and Strategies in BVE 1. Teaching Techniques - demonstrations & lecturette 2. Communication Strategies - lecturette 3. Class Activity
November 13	Testing in BVE 1. Kinds of Tests Needed - lecturette 2. Test Construction - lecturettes by class (afternoon film on testing)
November 20	Important Legal Information for LEP Students 1. Equal Opportunity Regulations 2. Immigration Information
November 27	Thanksgiving - No Class
December 4	Safety Practices in Vocational Education - independent study with module
December 11	Employability Skills for LEP Students

*In addition to the Saturday meeting, there will be a field trip to a modern vocational technical education adult center on an evening convenient to all.

Course Materials: (Provided by the Program)

1. Foundations and Strategies for Bilingual Vocational Education (Bradley and Friedenberg)
2. AAVIM Module #E-5: Provide for Student Safety
3. Hand-outs

Grading: University letter grades for this course will be based upon your participation and the quality of completed assignments. There will be no exams; however, regular attendance is important.

To receive a letter grade of A, you must:

1. Complete all assignments in a better than satisfactory manner
2. Participate constructively in class activities and discussions
3. Attend all class meetings (one absence permissable).

To receive a letter grade of B, you must:

1. Complete all assignments satisfactorily
2. Participate constructively in class activities and discussions.
3. Attend class regularly (with no more than two absences)

To receive a letter grade of C, you must:

1. Complete all assignments satisfactorily
2. Participate constructively in class activities and discussions
3. Attend class regularly (with no more than three absences)

FLORIDA INTERNATIONAL UNIVERSITY

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

EVT 5925: Workshop in Bilingual Vocational Education

Instructors: Joan E. Friedenberg
Curtis H. Bradley
Maria Cuadrado
Venante Joseph

Class Meetings: Fall Semester, 1982
Saturdays 1:00 p.m. - 4:00 p.m.
DM 140

Culture and personal/professional development (1:00-2:00) DM 140
Occupational Haitian Creole (2:00 - 4:00) DM _____
Occupational Spanish (2:00 - 4:00) DM _____

Certification Use: EVT 5925 is approved as an elective for vocational certification and is also approved for use in Advanced Vocational Certification.

General Course Objectives:

1. To increase the participants' awareness of some cultural norms of the major culture groups residing in South Florida.

2. To increase the participants' personal and professional development in a work setting.

3. To increase the ability of the participants to communicate in a bi/multilingual vocational education setting by improving their occupation-related second language skills.

Course Schedule:

Date	Topic
SEPT 11	Immigration in the U.S. (film)
SEPT 18	Cross Cultural Awareness (activity)
SEPT 25	The Southeast Asians (lecture)
OCT 2	Personal/Professional Development (activity)

(Date)	(Topic)
OCT 9	The Cubans (guest speaker)
OCT 16	Personal/Professional Development (film)
OCT 23	The Haitians (guest speaker)
OCT 30	The Miccosukee (guest speaker)
NOV 6	Lunch at Cuban and Haitian restaurants
NOV 13	Film: "The IQ Myth"
NOV 20	Personal/Professional Development (activity)
DEC 11	TBA

Course Materials: (Provided by the Program)

1. Foundations and Strategies for Bilingual Vocational Education, Appendices F, G, & H.
2. University of Chicago Spanish/English Dictionary
3. Various handouts and in-class materials

Grading: Since most of what this course offers will be gained experientially in class, attendance will be the primary criterion for grading.

FLORIDA INTERNATIONAL UNIVERSITY

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

EVT 3161: Instructional Materials In Bilingual Vocational Education

Instructors: Curtis H. Bradley (DM 488B)
Joan E. Friedenberg (DM 493B)

To make an appointment, speak with Ms. Blanca Armenteros, program secretary (554-2712).

Class Meetings: Spring Semester, 1983
Saturdays 9:00 a.m. (promptly) - 12:00 noon
DM 140

Catalogue Description of Course: Technical knowledge and skill required to locate and evaluate existing instructional material and to plan, develop and validate teacher-made instructional materials.

Certification Use: EVT 3161 has been approved for vocational certification use in Area B -- Teaching Techniques in Vocational Education. This course is also approved for use in advanced vocational teacher certification.

General Course Objective: To provide vocational educators with the competencies necessary to individualize instruction for LEP students through bilingual instructional materials.

Course Schedule:

January 8 — Introduction

1. Registration
2. Get Acquainted Activity
3. Course Orientation
4. Utilizing the Professional Library - Field Trip
5. Introduction to the ERIC System

January 15 — National Resources for BVE

1. National Resources - Brief Presentations and Materials Dissemination
2. Class Activity

January 22 — Tapping Local Resources for BVE

1. "The Four D's" - Lecturette
2. Selected Community Programs - Student Presentations
3. Small Group Activity

January 29 — Evaluating and Modifying English Vocational Materials for BVE

1. Evaluating Materials - Lecturette
2. Modifying Materials - Lecturette
3. Small Group Activity

February 5 — Evaluating Bilingual and Non-English Vocational Materials

1. Advantages & Disadvantages of Using Non-English Materials - Lecturette
2. Evaluating Materials - Lecturette
3. Small Group Activity

February 12 — Introduction to VESL for Vocational Educators

1. Common Acronyms
2. Program Designs
3. What is and Isn't VESL
4. A little More About VESL

} Lecturettes and Activities

February 19 — Independent Study

February 26 — Collaborating with the VESL Instructor

1. Principles of Vocational Education
2. Important Assumptions for the VESL Teacher
3. Examples of What to Teach
4. Steps in Collaborating
5. Samples
6. Taped Message for Vocational and ESL Educators

March 5 — Developing Bilingual Instruction Sheets

1. Types of Instruction Sheets
2. Information Sheets
3. Operation Sheets

} Lecture and Demonstration

March 12 — Developing Bilingual Instruction Sheets

1. Job Sheets
2. Job Plan Sheets
3. Assignment Sheets
4. Problem Sheets
5. Experiment Sheets

} Lecture and Demonstration

March 19 — Field Trip to Media Center. Begin to develop Bilingual Visual Aides.

March 26 — Developing Individualized Learning Packages and Programmed Instruction for BVE

April 2 — Round Robin
April 9 — Round Robin
} Ten-Minute Student Presentations Demonstrating Bilingual Teacher-Made Materials

Course Materials: (Provided by the Program):

1. Bilingual Vocational Materials: Evaluation Modification and Development (Friedenberg & Bradley)
2. A Guide to Manpower Vocational ESL (Language and Orientation Resource Center, Center for Applied Linguistics)
3. Hand-outs provided by various national centers and by the instructors

Grading: University letter grades for this course will be based upon your participation and the quality of completed assignments. There will be no exams; however, regular attendance is important.

To receive a letter grade of A, you must:

1. Complete all assignments in a better than satisfactory manner
2. Participate constructively in class activities and discussions
3. Attend all class meetings (one absence permissable)

To receive a letter grade of B, you must:

1. Complete all assignments satisfactorily
2. Participate constructively in class activities and discussions
3. Attend class regularly (with no more than two absences)

To receive a letter grade of C, you must:

1. Complete all assignments satisfactorily
2. Participate constructively in class activities and discussions
3. Attend class regularly (with no more than three absences)

FLORIDA INTERNATIONAL UNIVERSITY

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

EVT 5925: Workshop in Bilingual Vocational Education-II

Instructors: Dr. Joan E. Friedenberg
Dr. Curtis H. Bradley
Ms. Venante Joseph
Ms. Maria Cuadrado

Class Meetings: Spring Semester, 1983
Saturday 1:00 p.m. (promtly) - 4:00 p.m.
DM 140

Culture and Personal/Professional Development (1:00-2:00) DM 140
Vocational Spanish (2:00-4:00) DM 140
Vocational Haitian Creole (2:00-4:00) DM 110

Certification Use: EVT 5925 is approved as an elective for vocational certification and is also approved for use in advanced vocational certification.

General Course Objectives:

1. To increase the participants' awareness of some cultural norms of the major culture groups residing in South Florida.

2. To increase the participants' personal and professional development in a work setting.

3. To increase the participants' ability to communicate in a bi/multilingual vocational education setting by improving their occupation-related second language skills.

Course Schedule: Culture & Personal/Professional Development

Date	Topics
January 15	"The Self Profile" (Activity)
January 22	"Networking in the Public Schools" (Guest Speaker)
January 29	Group Power (Activity)
February 5	The Mexican-Americans (Guest Speaker)
February 12	Stereotyping (Activity)
February 26	The Haitians (panel presentation)
March 5	The Russian Jews (lecture & slide presentation)
March 12	The Black Americans

Date	Topics
March 19	Professional Development
March 26	Media Workshop (Activity)
April 2	EASTER - NO CLASS
April 9	TBA

Course Schedule: Vocational Spanish & Haitian Creole

Date	Topics
January 15	Review of classroom terms and names of occupations
January 22	Bilingual lexicon development
January 29	Bilingual lexicon development
February 5	Evaluate a non-English Text
February 12	Modify a page from an English Text
February 26	25 important expressions
March 5	3 safety precautions
March 12	Modify an Instruction Sheet
March 19	Modify an Instruction Sheet
March 26	Develop a Bilingual Visual Aid
April 2	EASTER - NO CLASS
April 9	TBA

Appendix B

VESL Component

Course Outline

FLORIDA INTERNATIONAL UNIVERSITY

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

EVT 5925: Workshop in Vocational Education:
Vocational ESL

Instructors: Dr. Joan E. Friedenberg (DM 493B)
Dr. Curtis H. Bradley (DM 488B)

To make an appointment, speak with Ms. Blanca Armenteros, program secretary (554-2712).

Class Meetings: Spring Semester, 1983
Specified Saturdays 9:00 a.m. (promptly)-12:00 noon
DM 110

General Course Objective: To provide ESL instructors with the knowledge and competencies necessary to provide relevant and meaningful ESL instruction to LEP vocational students.

Course Schedule:

January 8

Introduction
1. Registration
2. Get Acquainted Activity
3. Course Orientation
4. A Review of ESL Teaching

January 15

National Resources for VESL and BVE
1. National Resources-Brief Presentations and Materials Dissemination
2. Small Group Activity

January 29

An Introduction to Vocational Education for ESL Instructors
1. Vocational Education and its Component Program Areas
2. History of Vocational Education in the U.S.
3. Course Construction
4. Methods and Materials of Vocational Education
5. Class Activity

February 12 (combined class)

Introduction to VESL
1. Terms
2. How VESL Differs
3. Class Activity
4. "Kirschner Competencies"
5. VESL Program Designs
6. Discussion

February 26 (combined class)

Collaborating with the Vocational Instructor

1. Taped Message for Vocational and ESL Instructors
2. Principles and Assumptions of Collaborating
3. Steps in Collaborating
4. Sample Materials
5. Activity

March 5

Developing VESL Lesson Content
Guest Speaker

March 12

VESL Methods & Materials
1. Evaluating and Modifying Materials
2. Class Activity
3. Innovative Teaching Techniques

March 26

Round Robin
Round Robin

10-15 minute student presentations demonstrating self-developed VESL lesson and materials

Course Materials (Provided by the Program):

1. A Guide to Manpower Vocational ESL (Language and Orientation Resource Center, Center for Applied Linguistics, Washington, D.C.)

2. Foundations and Strategies for Bilingual Vocational Education (Bradley & Friedenberg, Center for Applied Linguistics)

3. Hand-outs provided by various national centers and by the instructors.

Grading: University letter grades for this course will be based upon your participation in class and on the quality of the individualized field component. There will be no exams; however, regular attendance is important.

Appendix C

Program-Developed Documents

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305)554-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

August 11, 1982

To: Bilingual Vocational Instructor Traing Program Advisory Committee Members
From: Curt Bradley and Joan Friedenberg

Subject: A Progress Report

We are pleased to report that 24 vocational instructors, instructor's aides, counselors and placement specialists have indicated that they will enroll in the 1982-1983 Bilingual Vocational Instructor Training Program. Many thanks for your help in making this early recruiting possible.

Our Orientation and Registration for the new participants will be on Saturday, August 28th from 10:00 am until 12:00 noon. However, our meeting room has been changed to DM 140. We will notify participants of the new room number in a mail reminder scheduled for next week.

There are two enclosures that we think will be of interest to you:

1. The flier announcing our Foundations & Strategies for Bilingual Education handbook that is being published by the Center for Applied Linguistics.

2. The Bilingual Vocational Instructor Training Program Brochure which provides a brief description of the program.

Again, thanks for your help in getting our 1982-1983 program year off to a good start. Please continue to encourage interested prospective participants to call us at 554-2712

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 554-2712

SCHOOL OF EDUCATION
BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

MEMORANDUM

TO: Our Bilingual Vocational Instructor Training Program Advisory Committee Members and Friends

DATE: May, 1983

FROM: Curtis H. Bradley and Joan F. Friedenberg, Directors

SUBJECT: A Progress Report

We have just completed the second year of our Bilingual Vocational Instructor Training Program. We are pleased to report that twenty four (24) Vocational Instructors, Instructor's Aides, Counselors, and Placement Specialists completed the program this year, and twenty five (25) English-as-a-Second Language teachers completed the Vocational English-as-a-Second Language (VESL) component. Thus far, almost one hundred professional educators have benefited from this program.

We are now recruiting participants for the 1983-1984 program year that will begin with a Registration Meeting on Saturday, August 27, 1983. The enclosed program brochure/application forms describe the program and the admission requirements. We hope that you will share these forms with Vocational Instructors, Instructor's Aides, Counselors and Placement Specialists whom you believe would benefit from this special training in the philosophy, principles and practices of providing vocational education to limited-English-proficient Adults and out-of-school youth.

The VESL component will be given in the Spring, 1984 semester. We will send you details about that program later. Right now we want to get our brochure/application forms only to Vocational Instructors, Instructor's Aides, Counselors, and Placement Specialists.

We thank you for your help.

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 554 2712

SCHOOL OF EDUCATION
BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

June 1, 1983

The next meeting of the Bilingual Vocational Instructor Training Program Advisory Committee will be held in Room 370 of the Deuxieme Maison (DM) Building at the Tamiami Campus at 1:00 p.m. on Friday, June 24, 1983.

The purpose of this Advisory Committee Meeting will be to:

(1) Give you a progress report

(2) Enable you to speak with program graduates

(3) Show our new filmstrip, VOCATIONAL TRAINING FOR LEP's: TEN TIPS FOR TEACHERS, and

(4) Ask your advice and help in recruiting for the 1983-84 program which will begin on August 27th.

Your advice and counsel are important to us. We hope you will do your utmost to join us on the 24th.

Sincerely,

Curtis H. Bradley

Joan E. Friedenberg

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 554-2712

SCHOOL OF EDUCATION
BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

ADVISORY COMMITTEE MEETING
June 24, 1983
1:00 p.m. to 2:30 p.m.
DM 370

Agenda

1:00	Welcome and Introductions
1:10	Overview of the Program
1:25	Comments from Program Graduates
1:35	Filmstrip about BVE: "Ten Tips"
2:00	Review

Program Objectives
Certification
Who is eligible
Schedule for 1983-84

2:05	Questions
2:15	Advisory Committee Action

What staff should do
What committee should do

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

Florida International University

Bilingual Vocational Instructor Training Program

Advisory Committee

Mr. Arthur D. Ballou, Director
Business & Industrial Services
Administrative Offices, Room 1403
1410 N.E. 2nd Avenue
Miami, FL 33132
350-3978

Ms. Bernice Bethel, Placement Specialist
Robert Morgan Vocational-Technical Institute
18180 S.W. 122 Avenue
Miami, FL 33177
253-9920

Mr. John M. Benedit
Vocational Instructor
10720 S.W. 26 Street
Miami, FL 33165
226-5143

Mr. Robert D. Boegli
Curriculum Director
Vocational, Technical, & Adult Education
Broward County Schools
1350 S.W. 2nd Court
Ft. Lauderdale, FL 33312
524-8006

Dr. John T. Coursey, Director
Lindsey Hopkins Education Center
750 N.W. 20 Street
Miami, FL 33125
324-6070

Mr. Mario Fontanez
Vocational Instructor
1629 W. 64 Street
Hialeah, FL 33012
822-8927

Ms. Irene Hart, Vocational Instructor
2931 N.W. 8th Road
Ft. Lauderdale, FL 33311
791-0129

Dr. Paul Kretzschmar, Assistant Principal
Miami-Lakes Technical Center
5780 N.W. 158 Street
Miami, FL 33014
557-1100

Mr. John Leyva, Assistant Principal
Lindsey Hopkins Education Center
750 N.W. 20 Street
Miami, FL 33125
324-6070

Ms. Meredith E. McCleary
Curriculum Supervisor — Disadvantaged & Handicapped
Broward County Public Schools
Ft. Lauderdale, FL 33312
765-6759

Mr. Horace McLeod, Assistant Director
Atlantic Vocational Center
4700 Coconut Creek Parkway
Coconut Creek, FL 33066
974-7600

Mr. Jose M. Pardo, Vocational Instructor
4232 N.W. 5th Street
Miami, FL 33126
443-5595

Ms. Bertha Pitt, Program Coordinator
Robert Morgan Vocational-Technical Institute
18180 S.W. 122 Avenue
Miami, FL 33177
253-9920

Ms. Roxana Revello
Vocational Instructor
3325 S.W. 115 Court
Miami, FL 33165
553-8143

Ms. Ann Robb, Director
Sheridan Vocational Center
5400 Sheridan Street
Hollywood, FL 33021
981-2800

Mr. Richard F. Taylor
Vocational Specialist
Administrative Offices
1410 N.E. 2nd Avenue, Room 1438
Miami, FL 33132
350-3955

Mr. Terry Underwood, Coordinator
Trade & Industrial Education
Dade County Public Schools
HOB-207
1410 N.E. 2nd Avenue
Miami, FL 33132
350-3401

Mr. Don Williams, Principal
English Center
3501 S.W. 28 Street
Miami, FL 33133
445-7731

Ex-Officio

(Program Directors)

Dr. Curtis H. Bradley
Florida International University
Division of Vocational Education
Tamiami Campus
Miami, FL 33199

Dr. Joan E. Friedenberg
Florida International University
Division of Vocational Education
Tamiami Campus
Miami, FL 33199

Telephone #: 554-2712

REQUEST FOR INFORMATION ABOUT
THE BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

I WOULD LIKE TO LEARN HOW I CAN PARTICIPATE IN THE PROGRAM.

I understand the program is designed to help current or prospective Vocational Instructors, Instructor's Aides, or Placement Specialists prepare for, or improve their ability to provide adequate vocational instruction to adults or out-of-school youth with limited English.

I understand that the program will consist of two meetings each week from September, 1981 until June, 1982. Each meeting will last about three hours. These meetings will cover introduction to bilingual vocational education, instructional materials in bilingual vocational education, appropriate language instruction, and cultural awareness training. I must attend all sessions of the program, and upon completion I will receive University credit for four (4) courses (12 Semester hours of credit) that are approved for vocational teacher certification.

The cost to me for participating in the program is $7.50 for each of the four courses. Textbooks and instructional materials will be provided at no cost to me.

I must have some ability to communicate in English and some other language. This does not mean I must be fluent in either English or the other language. I will be provided language instruction to meet my personal needs.

I WILL ATTEND THE BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM ORIENTATION MEETING TO BE HELD ON FLORIDA INTERNATIONAL UNIVERSITY'S TAMIAMI CAMPUS IN ROOM DM 110 SATURDAY MORNING, AUGUST 8, 1981 FROM 10:00 A.M. UNTIL 11:30 A.M.

MY NAME IS _____

ADDRESS _____

_____ (ZIP) _____

HOME PHONE _____ BUSINESS _____

OCCUPATION _____

WORK ADDRESS _____

PLEASE COMPLETE THE ABOVE INFORMATION AND MAIL THIS FORM TO:

Dr. Curtis H. Bradley, DM 488
Division of Vocational Education
Florida International University
Miami, Florida 33199

IF YOU HAVE ANY QUESTIONS BEFORE THE MEETING, CALL DR. JOAN FRIEDENBERG, Associate Director of this Program, at 552-2711.

Florida International University

School of Education

This Certificate is Awarded To

_____

In recognition of successful completion of the Bilingual Vocational Instructor Training program

_____	_____
Program Director	*Dean, School of Education*
_____	_____
Associate Director	*Chairperson, Division of Vocational Education*

Florida International University

School of Education

Division of Vocational Education

In recognition of valuable service

The Bilingual Vocational Instructor Training program is

conferring this Certificate of Appreciation upon

Awarded

Associate Director

Chairperson

Director

Dean

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 554-2712

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

FACT SHEET

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

PURPOSE OF THE PROGRAM

The Bilingual Vocational Instructor Training Program is designed to assist current and prospective vocational instructors, instructor's aides, and placement specialists to prepare for, or improve their ability to provide adequate vocational instruction to vocational students with limited English-proficiency.

DESCRIPTION OF THE PROGRAM

The program consists of two course meetings each week from September until June. Each meeting lasts about three hours. The courses are as follows:

Fall

Bilingual Instructional Strategies and Evaluation (EVT 4365)**

- Terminology in Bilingual Vocational Education
- History of Bilingual Vocational Education
- The Special Problems and Needs of Limited English-Proficient Vocational Students
- Bilingual Vocational Course Construction
- Teaching Strategies for Language Minority Vocational Students
- Testing in Bilingual Vocational Education

Workshop in Bilingual Vocational Education I (EVT 5925)**

- Development of a General Multilingual Vocational Education Lexicon, including Safety Terminology
- Second Language Instruction
- Cultural Awareness Training and Experiences

Spring

Instructional Materials in (Bilingual) Vocational Education (EVT 3161)**

- Identifying Local and National Resources for Bilingual Vocational Education
- Adapting Vocational Materials for Bilingual Vocational Instruction
- Evaluating Bilingual Vocational Materials
- Developing Materials for Bilingual Vocational Instruction
- Coordinating Vocational Training with ESOL Instruction

Workshop in Bilingual Vocational Education II (EVT 5925)**

- Development of Occupation-Specific Multilingual Lexicons
- Continuation of Second Language Instruction
- Applied Techniques such as Micro-teaching and Implementation of Teaching Strategies for Linguistic Minorities

**Each of these courses is approved for State of Florida Vocational and Advanced Vocational Teacher Certification.

ADMISSION TO THE PROGRAM

The program is designed for current or prospective vocational instructors, instructor's aides, or placement specialists. The general requirements for admission to the program are (1) occupational experience in the subject to be taught, (2) at least some ability to communicate in English and another language, (3) attendance during the complete program, and (4) reasonable probability of employment as a vocational instructor, aide or placement specialist serving adults or out-of-school youth upon completion of the program.

COST OF THE PROGRAM

- Tuition is subsidized and is approximately $12.00 per course.
- All textbooks and training materials are free.

RECOGNITION FOR PROGRAM COMPLETION

Upon successful completion of the program, each participant will receive twelve (12) semester hours of academic credit which can be used for certification or certification renewal. Each participant will also receive a special certificate for completion of Bilingual Vocational Instructor Training.

FOR MORE INFORMATION CONTACT:

Dr. Curtis Bradley, Program Director or
Dr. Joan Friedenberg, Associate Director
(305) 554-2712

FLORIDA INTERNATIONAL UNIVERSITY

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

ATTENTION ESOL INSTRUCTORS!!

*Are you an ESOL instructor of adults or out-of school youth?

*Are your students also enrolled in vocational programs?

*Are you interested in learning more about Vocational English as a second language (VESL)?

*Are you interested in earning university credit?

If you answered "Yes" to these four questions, we have a series of Saturday workshops just for you!

1. JAN 8: REGISTRATION AND ORIENTATION
2. JAN 15: NATIONAL SOURCES OF MATERIALS AND INFORMATION ABOUT VESL
3. JAN 29: INTRODUCTION TO VOC. ED. FOR ESOL INSTRUCTORS
4. FEB 12: INTRODUCTION TO VESL
5. FEB 26: COLLABORATING WITH THE VOCATIONAL INSTRUCTOR
6. MAR 5: DEVELOPING VESL LESSON CONTENT
7. MAR 12: INNOVATIVE VESL TEACHING TECHNIQUES
8. MAR 26: ROUND ROBIN (Share-in)
9. APR 2: ROUND ROBIN (Share-in)

All workshops will take place at F.I.U.'s Tamiami (South) Campus, from 9:00 a.m.-12:00 p.m. on nine Saturdays.

CREDIT: In order to receive 3 university credits, participants will enroll in EVT 5925: Workshop in Vocational Education. Participants must attend all nine workshops and must complete an individualized field component that they will plan and conduct in their own school environment.

COST: The cost for the entire series of workshops (including all materials and university credit) is $11.28.

PROGRAM ADMISSION: Will be limited to the first 25 qualified applicants. If you wish to reserve a place:

1. Fill out the form at the bottom of this page
2. Make out a check payable to Florida International University for $11.28 and send to:

Joan E. Friedenberg, Associate Director
Bilingual Vocational Instructor Training Program
Division of Vocational Education
Florida International University -- Tamiami
Miami, Florida 33199
(305) 554-2712

NAME_____

ADDRESS_____

HOME TELEPHONE_____WORK TELEPHONE_____

PLACE OF ESL EMPLOYMENT_____

ARE YOUR ESOL STUDENTS ALSO ENROLLED IN A VOCATIONAL PROGRAM?_____

ARE YOUR ESOL STUDENTS EITHER ADULTS OR OUT-OF-SCHOOL YOUTH?_____

YOUR SOCIAL SECURITY NUMBER _____

FLORIDA INTERNATIONAL UNIVERSITY

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

I WOULD LIKE TO PARTICIPATE IN THE PROGRAM. I know that only the first 25 qualified applicants will be able to enroll in the program and I want to be one of those 25.

I understand the program is designed to help current or prospective Vocational Instructors, Instructor's Aides, Placement Specialists, or counselors prepare for, or improve their ability to provide adequate vocational instruction to adults or out-of-school youth with limited English.

I understand that the program will consist of two meetings each week from September, 1982 until April, 1983. Each meeting will last about three hours. These meetings will cover introduction to bilingual vocational education, instructional materials in bilingual vocational education, appropriate language instruction, and cultural awareness training. I must attend all sessions of the program, and upon completion I will receive University credit for four (4) courses (12 Semester hours of credit) that are approved for vocational teacher certification.

I understand that the first meeting (for registration and orientation) will be held on FLORIDA INTERNATIONAL UNIVERSITY'S TAMIAMI CAMPUS IN ROOM DM 110 ON SATURDAY, AUGUST 28th from 10:00 a.m. until 12:00 noon and that the meeting days and times for future classes will be determined by the needs of the students who enroll in the program.

The cost to me for participating in the program is $11.28 for each of the four courses. Textbooks and instructional materials will be provided at no cost to me.

I must have some ability to communicate in English and some other language. This does not mean I must be fluent in either English or the other language. I will be provided language instruction to meet my personal needs.

PLEASE COMPLETE THE INFORMATION BELOW AND MAIL THIS FORM TO:

Dr. Curtis H. Bradley, DM 488
Division of Vocational Education
Florida International University
Miami, Florida 33199

IF YOU HAVE ANY QUESTIONS BEFORE THE MEETING, CALL DR. JOAN FRIEDENBERG, Associate Director of this Program, at 554-2712

I WILL ATTEND THE BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM ORIENTATION AND REGISTRATION MEETING TO BE HELD ON FLORIDA INTERNATIONAL UNIVERSITY'S TAMIAMI CAMPUS IN ROOM DM 110 SATURDAY MORNING, AUGUST 28, 1982, FROM 10:00 A.M. UNTIL 12:00 NOON. I WILL BRING A BLANK CHECK TO THE MEETING SO THAT I CAN REGISTER.

MY NAME IS _____

ADDRESS _____ (ZIP) _____

HOME PHONE _____ BUSINESS _____

OCCUPATION _____

WORK ADDRESS _____

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 554-2712

SCHOOL OF EDUCATION
BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

Dear Vocational Educator:

Thank you for inquiring about our Bilingual Vocational Instructor Training Program. We have enclosed a blue "FACT SHEET" that describes our program and a tan form that is to be used to indicate interest in registering for the program.

If after reading the fact sheet you believe that you would like to enroll in the program, please complete and mail the tan sheet so we can save a place for you. If after reading this information you find that this program is not for you, we hope that you will pass this information on to a friend who might be interested.

Thanks again for your interest.

Sincerely yours,

Curtis H. Bradley

Curtis H. Bradley
Director

Joan Friedenberg

Joan E. Friedenberg
Associate Director

CHB/JEF:jlf

Enclosures

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 554-2712

SCHOOL OF EDUCATION
BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

November/December, 1982

Dear Applicant:

We have received your application for participation in the VESL (Vocational English as a Second Language) component of our Bilingual Vocational Instructor Training Program. The first workshop session will take place on January 8 at 9:00 a.m. We will meet in DM 110 on F.I.U.'s Tamiami Campus.

We have had an enthusiastic response to our program and we are glad that you will be joining us. We have been fortunate to be able to provide you with the finest and most up-to-date VESL materials and information in the country and we hope that you find the experience as exciting and useful as it promises to be.

If you have any questions, feel free to contact us at 554-2712.

Sincerely,

Joan E. Friedenberg

Joan E. Friedenberg, Co-Director
BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

JEF/ba

THE STATE UNIVERSITY SYSTEM OF FLORIDA

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

PUBLIC SERVICE ANNOUNCEMENT

Are you a vocational instructor, instructor aide, or placement specialist who works with non-English speaking adults? OR do you have six years experience in a trade and speak English and another language?

If so, you can enroll in Florida International University's Bilingual Vocational Instructor Training Program.

This part-time program has a schedule designed for working people, gives twelve hours of credit from F.I.U., offers subsidized tuition of only twelve dollars per course, and offers free materials.

For more information call 554-2712. There are openings now for the class that starts on August 28th.

THE STATE UNIVERSITY SYSTEM OF FLORIDA

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

PUBLIC SERVICE ANNOUNCEMENT

¿Es usted un(a) instructor(a) vocacional, un(a) instructor(a) asistente, o un(a) especialista de empleo que trabaja con adultos que no hablan inglés? ¿O tiene usted seis años de experiencia en una ocupación vocacional y habla inglés y otra lengua?

Si usted posee estos requisitos, usted puede matricularse en el Programa de Entrenamiento para Instructores Vocacionales Bilingües de la Universidad Internacional de la Florida (F.I.U.)

Este programa de tiempo parcial tiene un horario especialmente preparado para gente que trabaja durante la semana y es equivalente a doce horas de crédito universitario (F.I.U.). El programa tambien ofrece matricula reducida de solamente doce dolares por curso a la vez de que los estudiantes matriculados pueden obtener materiales de aprendizaje sin costo alguno.

Para mas detalles e información por favor llame al 554-2712. Todavia hay cupo para las clases que empiezan en Agosto 28.

THE STATE UNIVERSITY SYSTEM OF FLORIDA

VOLUME 8, NUMBER 1 SEPT./OCT. 1982

FLORIDA VOCATIONAL JOURNAL

Buenos Dias, Voc Ed

Vocational education teachers have never had an easy job. But now, when many students speak English poorly or not at all, the job has become close to impossible. In Dade and Broward counties, for example, students bring more than 50 different languages and dialects to the schools. While this diversity of languages presents a paradise for teachers of English as a second language (ESL), the average teacher, without special language training, finds this admixture of languages a formidable challenge. This challenge has often proved so formidable that students with limited English proficiency (LEP) were denied entry to vocational education programs. However, through a concept known as bilingual vocational education, LEP students can succeed in vocational education.

This concept is the basis of the Bilingual Vocational Instructor Training Program at Florida International University (FIU) in Miami. The low-cost, subsidized program, directed by FIU instructors Curtis Bradley and Joan Friedenberg, is designed to assist current and prospective vocational instructors, instructors' aides, placement specialists, and counselors to prepare for, or improve, their ability to provide adequate vocational instruction to out-of-school youth and adults with limited English proficiency. The first class of students trained in this program "graduated" last May.

Bilingual vocational education (BVE) means providing vocational instruction in two languages, one of which is English. BVE does not necessarily mean that the instructor speaks the language(s) of the students. BVE *does* mean that a wide variety of strategies are used to ensure that each student is provided with vocational instruction that he or she can understand. Some of these strategies include the use of bilingual aides, bilingual and native language instructional materials, modified teaching techniques, and community resources.

Bilingual vocational education has been found to be particularly successful because it enables LEP students to begin receiving vocational instruction immediately upon enrolling in school, rather than facing the disheartening task of mastering English before being permitted to enroll in a vocational program. However, it is clearly understood in BVE that the ability to communicate in English is an occupational skill. The student's native language is used only to the extent that it is required for the student to benefit from immediate vocational instruction. The ideal BVE program includes a vocational English as a second language (VESL) component that is coordinated with the vocational instruction. The relevance of this job-related English to success on the job *and* successful completion of the vocational instruction greatly enhances the learning of English.

FIU's yearlong program provides instruction in the foundations and strategies of bilingual vocational education, methods, and materials; occupation-specific second language training (English, Spanish, or Creole); and cultural awareness. The program also includes a component designed to prepare ESL teachers in the foundations, methods, and materials of vocational English as a second language and for collaboration with the bilingual vocational instructor.

One-third of the 27 students who completed FIU's first Bilingual Vocational Instructor Training Program class were native Creole speakers; one-third were native Spanish speakers; and one-third were native English speakers. These individuals are employed as instructors, aides, and counselors in schools throughout Dade and Broward counties, including adult vocational centers, the Center for Latino Education, and Goodwill Industries. The 25 ESL instructors who completed the VESL component represented an even broader range of cultural and language backgrounds. This diversity of backgrounds and experiences of the participants served to enrich the training program.

The Bilingual Vocational Instructor Training Program began its 1982-83 class on August 28. Program Directors Bradley and Friedenberg look forward to even more success during its second year.

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 554-2712

SCHOOL OF EDUCATION
BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

This is to acknowledge that

_____

has completed a university course in VOCATIONAL ENGLISH AS A SECOND LANGUAGE (VESL) during the Spring of 1983. This course was conducted by the Bilingual Vocational Instructor Training Program, Division of Vocational Education, Florida International University, and included the following components:

Historical Review of ESL Teaching

National Sources of Materials for Vocational ESL Instruction

Introduction to Vocational Education for ESL Instructors

Introduction to VESL

Collaborating with the Vocational Instructor

Developing a VESL Lesson

Adapting ESL Materials to the VESL Class

Innovative Teaching Techniques for VESL Instruction

An individualized field component demonstrating mastery of several essential concepts of VESL

Joan E. Friedenberg

Curtis H. Bradley

Project Directors

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

FLORIDA INTERNATIONAL UNIVERSITY
BILINGUAL VOCATIONAL INSTRUCTOR TRAINING PROGRAM

FINAL EVALUATION REPORT

May, 1983

Evaluator: Dr. Alan Hurwitz

Florida International University
Bilingual Vocational Instructor Training Program
1982-83 First Site Visit Report

The following is a report on the first site visit of the second year of the FIU Bilingual Vocational Instructor Training Program. The visit took place on November 20, 1982. It included observations of the morning and afternoon sessions, a meeting with participants, interviews with co-directors Drs. Friedenberg and Bradley, and a review of written program materials.

On the day of the site visit (November 20, 1982), class began with a warm-up activity. This produced some thought, some humor, a lot of interest and attention, and a look at a more informal aspect of American culture. The rest of the class consisted of the following topics: vocational education for underserved groups and non traditional roles by Dr. Bradley; U.S. immigration laws and policies by Dr. Friedenberg; safety for the vocational educator by Dr. Bradley; and the participants' meeting with the evaluator. Participants seemed interested and involved in all aspects of the class. The afternoon session consisted of a film for the one hour cultural segment (The IQ Myth), and the regular two hour language classes in Creole and Spanish.

The program is close to the end of its first semester. All evidence indicates that it is proceeding excellently. A full group of participants (25) has been recruited from a variety of adult vocational training settings, and has nearly completed the first semester of the program. Participants are generally very positive and enthusiastic regarding their experience in the program. Program directors report a strong recruitment effort benefitting from several factors: an early start; the many contacts gained during the previous year; and the satisfied first year's group. This has led to a solid and in many ways, higher level group. Directors also report the opportunity to build on the development of last year regarding materials and the design of learning activities. Their perceptions were confirmed by the positive feelings of the students.

Several changes were noted form the previous year: (1) The elimination of the ESL component (leaving the Creole and Spanish language classes in the afternoon portion of the program). This is primarily a result of a recruitment effort which resulted in a larger pool of candidates. A higher language level was the preference of the program, in any case. (2) More occupational emphasis in the afternoon language classes. This includes both general expressions which are useful in the vocational training context, and occupation-specific material. One aspect of the language training involves participants' producing translations of their vocational task analysis exercises. (3) More punctual class beginnings and special warm-up exercises. It was decided to begin regularly on time, to reward and encourage punctuality. This is supplemented by various types of warm-up exercises which have included a number of enjoyable, educational activities. These have resulted in more punctual attendance by the group. (4) Using a program materials manual which was developed by the program's directors has now been published as a book. This adds to the legitimacy and prestige of the program among students and the community at large. (5) Some additional optional activities. These included a field trip to an adult vocational program and a special seminar on careers. Five people attended the field trip and eight attended the seminar (in spite of bad weather). Participants indicated positive feelings regarding both activities. The seminar proved especially valuable and is planned as a regular activity for next year's program. (6) Advance home work assignment sheets. At the beginning of the semester students receive a detailed week by week list of assignment due. This enables them to plan, and presents a fuller picture of the whole semester's activities. It has resulted in assignments being returned in more punctually and generally in better form that in the past. (7) Cultural sessions which include

personal as well as professional development. In addition to information about the relevant cultural groups, the program provides more of an opportunity for participants to discuss the relevance of the cultural material to their own situations. (8) Greater variety of teaching strategies. The morning sessions particularly make use of a range of training approaches such as lecture, small group, and various type of media, among others. This variety has, in the view of the directors, created more dynamic sessions. (9) Co-directors. Dr. Friedenberg's position has been changed from Associate Director to Co-director with Dr. Bradley.

Participants indicated a high level of satisfaction and enthusiasm with the program. They specifically referred to a number of aspects of the program as beneficial. These included the legal aspects, the cultural material, the book, the handouts, and the introductory exercises, among others. The program was described as well-organized and particular attention was called to the professionalism, competence, and support of the directors. It was noted how well they worked together for the benefit of the students. Participants reported learning valuable techniques which in some cases they have already put to use -- one example was a Haitian participant using peer tutoring for teaching a student who spoke only Spanish. The warm-up exercises were mentioned as useful as was the field trip (to Miami Lakes Technical Center) to see some examples of bilingual vocational education in practice. Participants also referred to several guest speakers as interesting in the cultural area, representing Hispanic, Haitian, and Miccosukee (a local Indian) groups. Finally, participants described the initial contact and interview process as very responsive. Several indicated that the fast and full answer to questions and welcome feeling were important reasons for their deciding to join the program, in addition to the overall goals and free tuition.

Participants also noted some areas for potential improvement in the program. Several mentioned the many varying needs and levels of students in the Spanish language class, with some desiring faster and others slower pacing of the instruction. The suggestion was made to divide the class into two levels; several participants felt that change would solve much of the problem. Some participants expressed the desire for more language study time, in some cases for more in-depth study. Other participants expressed the desire for the opportunity to study a second language; it was not clear when this additional time might take place. The issue appears to be how to respond to the varying needs and priorities which are represented in the participant group.

The absence of a full Creole-English dictionary was noted. Program Directors indicated the availability of 2 volume Creole dictionary from Indiana University and a smaller one developed by the program and distributed to the students. Levels in the Creole class seem easier to manage, since participants generally started at the same level with little prior knowledge. Some doubts were expressed about learning Creole, one regarding a preference for French, another regarding the value of written Creole in vocational education.

Florida International University
Bilingual Vocational Instructor Training Program
Second Site Visit - April, 1983

The second (Spring) site visit took place on Saturday, April 9, 1983. It was the last class of the year. The class included an initial activity consisting of a self-correcting quiz on some of the material of the course, conducted by Dr. Friedenberg. Dr. Bradley then led a small group activity which had the students analyze and discuss several cases of representative situations in bilingual vocational education. They then discussed the cases and the issues they raised in the large group. Participants then met with the evaluator for the purpose of completing a written evaluation instrument (results are included in this report). Finally, there was a graduation activity marking the end of this year-long experience. The activity involved short talks by some of those associated with the program, cultural entertainment by the students, and lunch.

In all class activities, students seemed responsive and enthusiastic. Their participation reflected a general awareness and understanding of the material of the course. The instructors were well organized, with regard to materials and the organization of activities. Activities reflected a high degree of planning and preparation.

The visit also included an informal meeting with 3 students from the group of English-as-a-second language instructors. These students had met for eight three-hour Saturday morning sessions during the Spring semester. These sessions included presentations on various approaches and techniques for teaching vocational English-as-a-second language. Four of these sessions were together with the bilingual skills instructors from the main group.

In the informal meeting students expressed a clear positive feeling toward the program. Participants agreed that they had been exposed to materials and some new approaches which had a good deal of potential value in teaching vocational English effectively. They specifically mentioned the last session (on the use of songs and music) by Dr. Friedenberg as specially valuable. Those interviewed express the desire for more comprehensive training. They indicated some resistance to their applying the new approaches in their places of work. They also expressed the desire for more materials designed specifically for Haitian student population.

This positive view was also reflected in a written evaluation instrument, which was administered to this group by program directors. Totals from this evaluation are included in this report.

The visit also included a meeting with program directors. In their meeting, they expressed strong satisfaction with the progress of the program. They felt they had had an even stronger group to work with this year (due to increased contacts and a longer recruitment period), and that the year's experience had given them the opportunity to further develop some of their training materials and techniques.

They also indicated some progress in their efforts to institutionalize their achivements within the University and the State of Florida. All courses of the program are now eligible to be applied toward the university degree and state vocational certification. Plans are also progressing for the official adoption of the specific bilingual vocational course adaptations which have been developed. A graduate course in bilingual vocational training, an offshoot of the program, has been accepted as part of the University doctoral program. The directors are also continuing their involvement in state policy through writing (Florida Vocational Journal) and testifying at state hearings. They also have participated actively in several national projects.

Florida International University
Bilingual Vocational Instructor Training Program

An Overview of Questionnaire Results

The questionnaire was administered during the site visit of April 9, 1983. Twenty participants were in attendance and completed the instrument. Participant questionnaire responses were clearly and consistently positive regarding the perception of the various aspects of the program. In most areas participants were enthusiastic in their reactions regarding their experience with the activities and the extent to which they have contributed to their work in vocational skills instruction. There exists some limited variability in these positive responses in some areas. These may provide some suggestions for future plans. The questionnaire and a summary of responses is included following this overview.

The very positive responses to questions specifically relating to the two morning courses (questions 1-10) were most positive regarding the effectiveness of the instructors. Responses as a whole were less positive (although still clearly positive) to questions regarding the afternoon culture and language workshops (11-15). These responses were similar for both languages (Spanish and Creole), and consistent throughout the several questions in this category. There were several critical comments specifically regarding the Spanish classes. These questions grouped together the general afternoon workshops on culture and the specific language classes. One participant included a comment specifically distinguishing his feeling on the culture workshops (very positive) from the language classes (very negative). This grouping may have affected the responses of other participants. Questions on these two activities should probably be separated in the future. Differences between the total responses and the sum of Spanish and Creole responses are due to omissions in some participant responses.

Responses to questions regarding the program as a whole were again overwhelmingly positive. Questions regarding program organization (18-20) had two or three participants dissenting from this positive total. The questions regarding relationships with other participants (21) had no negative dissenters but less enthusiastic positive responses than most other questions. Again the question regarding vocational language instruction (27) received less positive (although still positive) responses from participants. Finally, participants differ on their sense of need for further training in this area.

Most participants report their current work involving teaching vocational skills to adults. Almost all participants report currently teaching limited English proficient students or planning to in the near future. The participant group reflects a wide range of language skills. With twenty participants reporting, nineteen report proficiency in English, eleven in Spanish, and ten in Haitian Creole.

The following questions are intended to obtain information regarding your impressions of various aspects of the FIU Bilingual Vocational Instructor Training Program. This information will be used by the evaluator to prepare a report which will be submitted to Drs. Bradley and Friedenberg Responses will be reported as a group; individual responses will remain anonymous.

The questionnaire consists of a series of statements about the program. Most of the statements ask for your level of agreement or disagreement with what is expressed regarding various aspects of the program. Please respond by circling SA if you strongly agree with the statement, A if you agree with the statement, D if you disagree with the statement, SD if you strongly disagree with the statement, and NR if you have no response, regarding that statement.

A few statements request completions, generally with some kind of examples. Please be clear and concise in your responses. Several statements request a yes or no. In those cases, please check the most appropiate response where indicated. Again, responses will be compiled and reported as a group.

Your help in providing this information will be very much appreciated and will be used to provide the best possible services in the future.

Sincerely,

Dr. Alan Hurwitz
Evaluator

The following statements relate to specific courses.

1. The fall course on instructional strategies contributed significantly to my development as a bilingual vocational instructor.

   SA (13) A (4) D SD NR

2. The instructors were effective in presenting the material.

   SA (15) A (2) D SD NR

3. The course materials contributed significantly to my learning in the course.

   SA (11) A (6) D SD NR

4. An aspect (or aspects) of the course which was (were) particularly worthwhile was (were) the following:

   _____

   _____

5. The least effective aspect (s) of the course was (were) the following:

   _____

   _____

6. The spring course on instructional materials development contributed significantly to my development as a bilingual vocational instructor.

   SA (11) A (8) D SD NR

7. The instructors were effective in presenting the material.

   SA (15) A (4) D SD NR

8. The course materials contributed significantly to my learning in the course.

   SA (11) A (8) D SD NR

9. An aspect (or aspects) of the course which was (were) particularly worthwhile was (were) the following:

   _____

   _____

10. The least effective aspect (s) of the course was (were) the following:

    _____

    _____

11. The afternoon workshops on culture and vocational language development contributed significantly to my development as a bilingual vocational instructor.

	Creole		Spanish							
SA	(4) (10)	A	(3) (8)	D	(1) (2)	SD	(1) (1)	NR		

12. I learned material which will be useful to me in the vocational classroom/shop.

	Creole		Spanish							
SA	(4) (10)	A	(3) (8)	D	(1) (2)	SD	(1) (1)	NR		

13. The instructors were effective in presenting the material.

	Creole		Spanish							
SA	(4) (10)	A	(4) (4)	D	(3) (2)	SD	(2) (1)	NR		

14. The written handouts contributed significantly to my learning in the course.

	Creole		Spanish							
SA	(4) (11)	A	(3) (6)	D	(1) (2)	SD	(1) (1)	NR		

15. An aspect (or aspects) of the course which was (were) particularly worthwhile was (were) the following:

_____

_____

16. The least effective aspect (s) of the course was (were) the following:

_____

_____

17. Which language workshop were you in? (Please circle)

Spanish Creole

The following statements relate to the program as a whole.

18. The objectives of the program have been clear to me.

SA (15) A (2) D (1) SD (1) NR

19. I have had sufficient information regarding how the program relates to my career.

SA (14) A (3) D (1) SD (1) NR

20. The program has been well organized.

SA (13) A (3) D (1) SD (2) NR

21. I have developed worthwhile relationships with other participants which have contributed significantly to my learning.

SA (6) A (13) D SD NR

22. The program has increased my awareness of students with limited English proficiency.

SA (16) A (3) D SD NR

23. The program has <u>not</u> increased my sensitivity to students with limited English proficiency.

SA A D (3) SD (16) NR

24. The program has helped me learn to coordinate vocational and English-as-a-second language instruction.

SA (12) A (7) D SD NR

25. The program has increased my ability to use materials which are appropriate to the cultural/linguistic needs of the students.

SA (15) A (3) D SD NR

26. The program has <u>not</u> increased my ability to plan, implement, and evaluate training activities for students with limited English proficiency.

SA A (1) D (3) SD (15) NR

27. The program has provided necessary (appropriate) vocational language instruction.

SA (10) A (5) D (3) SD (1) NR

28. The program has increased my awareness and utilization of community resources related to bilingual vocational education.

SA (12) A (7) D SD NR

29. The program has helped me significantly to teach vocational skills to limited-English proficient adults.

SA (14) A (5) D SD NR

30. I plan to use much of what I have learned in this program in my teaching.

SA (16) A (3) D SD NR

31. I have already used much of what I have learned in this program in my teaching.

SA (10) A (8) D SD NR

32. Some specific examples include the following:

_____

_____

33. The most helpful aspect (s) of this program has (have) been the following:

_____

_____

34. Some areas of the program which could be improved include the following:

_____

_____

35. I feel the need for further training in this area.

SA (7) A (4) D (7) SD NR

36. Approximately how many classes did you miss during the fall and spring (for whatever reasons). _____

The following questions relate to your present or possible future role in vocational skills training.

37. I am currently teaching vocational skills to adults. Yes 12 No 4

38. I have some limited English proficient students. Yes 16 No 2

39. The majority of my students are limited English proficient. Yes 9 No 7

40. I plan to be teaching vocational skills to adults in the near future. Yes 13 No 2

41. I plan to be teaching vocational skills to limited English proficient adults in the near future. Yes 13 No 2

42. I am proficient in the following language (s). Please circle

English (19) Spanish (11) Creole (10) Other _____

(4) An aspect (or aspects) of the Fall course which was (were) particularly worthwhile was (were) the following:

- use of Bilingual Education as a teaching tool; availability of Bilingual Teaching Aids
- course planning
- morning classes; cultural studies in afternoon well organized
- learning various ways to handle L.E.P. students - both those with a familiar language and those with a language unfamiliar to me
- translations of some topics
- Instructional capabilities of the instructors
- the way that Dr. Bradley and Dr. Freidenberg motivate us; that really show us how we could motivate our students
- the instructors did use all kind of materials to provide adequate knowledge in Bilingual Vocational Education courses
- class participation
- translations
- the way the materials were presented
- the instructional materials and the different ideas to work with classes of other languages
- how to develop lesson plans; a lot of ideas of how to handle my class, especially with my Haitian Creole students
- to me, all aspects of the course were worthwhile
- all areas were worthwhile
- audio-visual materials, translations

(5) The least effective aspect(s) of the Fall course was (were) the following:

- Spanish course should be more advanced
- the lack of a Creole dictionary
- at the beginning of the course, the Spanish course was too advanced for certain students
- felt that all areas were positive
- some of the professional development activities are repetitive
- language part in P.M. (afternoon)
- Spanish teaching
- warm-up games

(9) An aspect (or aspects) of the Spring course which was (were) particularly worthwhile was (were) the following:

- evaluation of texts; preparation of all types of instruction sheets; audio-visual materials and reproducing
- Bilingual competencies and how to use them
- Media Center, overheads-materials that can be used in visual aids
- learning what resources are available; actual addresses, catalogs, etc.
- home work in many languages
- the audio-visual presentations
- evaluation of instructional materials to be utilized as an instructor; this area was very informative
- translations in other languages; e.g. French, Creole, Spanish
- I really took advantage of all the B.V.E. instructors, Spanish teacher I.D.E.M.
- again, class participation
- how to obtain materials of all subjects
- I am able to communicate with the class better
- the aspect in this Spring course was the Media presentation, I fully enjoyed it.
- the use of the visual aids and lab.
- In my opinion, all aspects were helpful
- the enthusiasm of the instructors; "awareness" activities -- personality inventories, philosophy, prejudice. The cultural aspects -- culture presentations

(10) The least effective aspect(s) of the Spring course was (were) the following:

- warm-up games
- Spanish teaching
- language part in P.M. (afternoon)
- since I am a vocational instructor, some aspects were unnecessary and repetitive
- felt that all areas were positive
- the lack of a Creole dictionary
- I would have like more grammar but I understand that time is not sufficient
- Spanish course
- one of the guest speakers was boring

(15) An aspect (or aspects) of the course which was (were) particularly worthwhile was (were) the following: (Afternoon workshop on culture and vocational language development).

- guest speakers
- grammar of Spanish language
- cultural difference
- the portion conducted by Drs. Bradley and Friedenberg were excellent; guests speakers were very good; information ve , useful
- the guest speakers with different ethnic group such as Indian, American, Spanish and Haitian
- revealed areas of bias that I was able to improve
- everything was perfectly allright in all point of views
- the films presented
- the history and knowledge of the language
- on the culture class, the Negro history was very interesting
- the different guest apparance and my visit to the Media Center and library
- learning short responses to be able to respond to the students in their native language
- outstanding instructors; relevant materials

(16) The least effective aspect(s) of the course was (were) the following: (Afternoon workshops on culture and vocational language development).

- the films
- learning songs
- language in P.M. (afternoon)
- language portion was poorly prepared, there was no continuity from one week to the next
- felt that all areas were important
- insufficient repetition of Spanish; not enough teaching of the basic language or cross referencing
- lack of Creole dictionary; also, we should have had more audio-visual material in Creole at a reasonable price
- If we had more language than culture background I would have prefered it.

(32) Some specific examples of what I have learned in this program and use in my teaching include the following:

- lesson plan; using two languages in my teaching English as a media and a list of key words in the other language
- I have taken advantage of the peer tutoring when a Bilingual aid is not available
- construction of Bilingual audio visual slides; how to rate Bilingual texts
- ice breakers, etc.
- difference of words and expressions in Spanish and English
- peer tutors; instruction sheets, bilingual visual aids
- warm-up (quiz), group activity
- in the areas of employment bias
- group activity "warm-up" in the beginning of the class
- translations of words to the benefit of L.E.P. students (either) Spanish or English
- team teaching and peer tutoring
- I am speaking a lot of the Creole professional vocabulary among my students
- how to use materials which are appropriate to the students
- I used a lot of material with the other teachers at work, (on seminars), with the students too
- Job work sheet, vocabulary, tapes that I made with the help of students in my class at F.I.U., and shop
- task listin, lesson plan
- gained insight into cultural aspects of behavior of different ethnic groups

(33) The most helpful aspect(s) of this program has (have) been the following:

- learning about the student's culture and different strategies to use in order to teach these students
- developing materials
- how to teach and understand L.E.P.'s
- ways of making the student comprehend
- sources and information; media use, and library update, handouts, dictionary and text books
- making me aware of how cultural as well as language differences affect learning
- methods used to teach L.E.P. students in vocational area and E.S.L.
- an excellent program for the Vocational Education Teacher can be adapted to other disciplines in the Vocational Education Counseling
- the teaching technique to L.E.P. students, the tape usage, and translations on the native language
- of using audio visual materials or working report in group of five or six students
- learning the basics for Bilingual Vocational Education
- I think the entire program was helpful
- I am a new teacher, the instructional sheets and materials has been of great help; I am able to organize myself better
- this program has helped me a lot to teach vocational skills to L.E.P. students
- all of it to me, I am recommended to all the teachers I know
- different strategies, structures to use, workshop on culture
- cultural awareness, psychological/philosophical awareness

(34) Some areas of the program which could be improved include the following:

- about the Spanish class, I think they should teach conversation along with the program
- Increased language time
- organized Spanish
- more technical information in second language, e.g. Spanish for agriculture
- Clarify language portion goals; teacher to serve as a translator - or is language instruction to take place
- language workshop in the Spanish class, the teacher should teach more instead of translating
- better organization in the Spanish language level; put primary level in one group and advanced in another group
- Spanish class which I think is not well organized because we have a high level and a very low level students in the class - so therefore, the advanced students didn't benefit anything
- NONE - everything was well planned
- NONE - all has been well conceived
- In the vocational language instruction should have more material available
- I feel that we could use more language course, and if we had French, it would be better
- Instead of Creole classes I would like to have some French
- the program as it is, is beautiful; the only thing I would like to be added is French in conjunction with Creole
- more time in speech areas
- need more conversation in Spanish class
- shorter segments with frequent short breaks

Florida International University
Bilingual Vocational Instructor Training Program

Conclusions and Recommendations

The program has continued its strong performance through its second year. It has benefitted from its first year of experience and expanded network of contacts among its client groups. These assets led to an effective recruitment effort and a stronger participant group than that of the first year. Training activities, creative and thoughtful from the beginning, have also become even more smoothly organized. And there have been some effective additions.

Though all aspects of the program have been well received among participants and appear to have fulfilled their major objectives, the strongest seem to have been the morning Fall and Spring courses for vocational skills instructors. This aspect of the program has the most direct attention from the program directors and reflects that fact in its strength. The afternoon vocational language workshops continue to be useful and well received but perhaps less consistently strong that other aspects of the program. Finding and managing part-time faculty in a way which fully integrates them into the mainstream has often been a difficult task in programs such as this. Participants have clearly gotten a lot out of these sessions, but they may be a place for some attention in the future.

Integrating training for ESL instructors with bilingual vocational skills instructor training has been a very special contribution of this program. ESL instructors especially, strongly express the value of working with vocational skills instructors in the program in a way which prepares them to work with the skills instructors back in their own programs. Also the exposure to VESL (Vocational English-as-a-second -language) and general exposure to materials and techniques has been very important, especially in view of the low priority of professional development in this area in the state as a whole. The need has been expressed for more extensive preparation in this area than that allowed by the current program structure. Perhaps a way be found to supplement what is now offered, either within the context of the program or as a separate activity.

The program has improved upon its already strong success of the first year. It continues to make a significant contribution to the professional development of bilingual vocational instructional development of bilingual vocational instructional personnel among its participants, within Florida International University, throughout the South Florida area, and in the country as a whole.

ESL TEACHER'S OPINIONNAIRE

As part of the Bilingual Vocational Instructor Training Program, you participated in a course designed to help you provide occupation-specific ESL instruction to limited English-proficient vocational students. Please evaluate each of the course components and then add any topics that your believe should be included in this course that would make it even more helpful to other ESL teachers of LEP vocational education students.

	Not Needed	Helpful	Very Helpful
HISTORICAL REVIEW OF ESL TEACHING	2	8	6
NATIONAL SOURCES OF MATERIALS FOR VOCATIONAL ESL INSTRUCTION	1	4	11
INTRODUCTION TO VOCATIONAL EDUCATION FOR ESL INSTRUCTORS		4	11
INTRODUCTION TO VESL		6	9
COLLABORATING WITH THE VOCATIONAL INSTRUCTOR		4	11
DEVELOPING A VESL LESSON		4	12
ADAPTING ESL MATERIALS TO THE VESL CLASS		4	12
INNOVATIVE TEACHING TECHNIQUES FOR VESL INSTRUCTION		2	12
INDIVIDUALIZED FIELD COMPONENT		4	12
ROUND ROBINS		2	12

The topics that should be added to this course to make it even more helpful to ESL teachers of LEP vocational Education students are as follows:

- more time with vocational teachers
- more time to see materials
- more meetings with vocational instructors
- make materials in class
- more time with vocational teachers - should have round robins with vocational teachers at the beginning, middle, and end of course
- work more with vocational instructors, less time going over handouts, more time looking at materials earlier in the course
- nice to bring materials and give book reports
- round robin at the beginning instead of bingo - would like list of classmates, where they work, and what they do (at the beginning of course)

General Comments:

- one of most informative and interesting ever taken
- very helpful, information learned was priceless
- It was great!
- very informative, enjoyable
- very helpful, made me better ESL teacher
- enjoyable, opened up a whole new area for me, made me more sensitive to LEP vocational students
- extremly positive, interesting, informative, fantastically organized, much enthusiasm generated, very pleasant learning experience
- truly enjoyed the course, instructors well versed, will benefit me greatly

- really enjoyed the sessions, motivated to the point of enrolling in more classes

- very helpful, my students show more comprehension and success on tests

- enjoyed class very much, enjoyed Bradley and vocational students, both gave much imput

- thank you for the information